

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [X] Magnet [X] Choice

Name of Principal Mr. Peter Mark Van Court

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Clarendon Alternative Elementary School

(As it should appear in the official records)

School Mailing Address 500 Clarendon Avenue

(If address is P.O. Box, also include street address.)

City San Francisco State CA Zip Code+4 (9 digits total) 94131-1113

County San Francisco County State School Code Number* 38 68478 6040828

Telephone 415-759-2796 Fax 415-759-2799

Web site/URL http://www.sfusd.edu/en/schools/sc
hool-information/clarendon-school.html E-mail vancourtp@sfusd.edu

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(Principal's Signature)

Name of Superintendent*Mr. Richard Carranza E-mail: RichardCarranza@sfusd.edu
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name San Francisco Unified School District Tel. 415-241-6121

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(Superintendent's Signature)

Name of School Board
President/Chairperson Ms. Sandra Fewer
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 72 Elementary schools (includes K-8)
 - 13 Middle/Junior high schools
 - 15 High schools
 - 0 K-12 schools
- 100 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☒ Urban or large central city
 - ☐ Suburban with characteristics typical of an urban area
 - ☐ Suburban
 - ☐ Small city or town in a rural area
 - ☐ Rural
3. 5 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	49	39	88
1	44	44	88
2	39	51	90
3	53	57	110
4	59	63	122
5	46	41	87
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	290	295	585

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 38 % Asian
 - 5 % Black or African American
 - 11 % Hispanic or Latino
 - 3 % Native Hawaiian or Other Pacific Islander
 - 42 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 1%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	3
(3) Total of all transferred students [sum of rows (1) and (2)]	7
(4) Total number of students in the school as of October 1	585
(5) Total transferred students in row (3) divided by total students in row (4)	0.012
(6) Amount in row (5) multiplied by 100	1

7. English Language Learners (ELL) in the school: 16 %
91 Total number ELL
 Number of non-English languages represented: 7
 Specify non-English languages: Japanese, Italian, Russian, Mandarin, Cantonese, Arabic, Spanish
8. Students eligible for free/reduced-priced meals: 17 %
 Total number students who qualify: 99

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 6 %
35 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

7 Autism	0 Orthopedic Impairment
0 Deafness	9 Other Health Impaired
0 Deaf-Blindness	15 Specific Learning Disability
0 Emotional Disturbance	14 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
1 Mental Retardation	0 Visual Impairment Including Blindness
2 Multiple Disabilities	0 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	24
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	5
Paraprofessionals	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 25:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

Clarendon is committed to providing the highest quality education for every learner, with a strong core curriculum augmented by language programs, enrichment programs, and supported by a high level of parent engagement. We promote respect and responsibility throughout the school, and reinforce it frequently. Our Care Team interacts with individual staff members weekly, as we attempt to address the many needs of our students. Each of our students studies a language (Japanese or Italian), exposing them to a different culture on a daily basis. Due to the hard work and generosity of our parents, our students enjoy additional classes in fine arts, music and computer classes.

Founded in 1972, Clarendon was created in collaboration with parents who wanted to extend the cooperative nursery school model to a public elementary school. Parents are key resources on both the classroom and administrative levels, and the school has developed a tradition of collaborative learning built on strong relationships among students, teachers, families and the administration. Shortly after the general-education Second Community program started, the Japanese Bilingual Bicultural Program (JBBP) moved onto the campus, offering Japanese language instruction and a multicultural education to San Francisco elementary school children. The JBBP and Second Community programs have flourished at Clarendon, which is now a highly desired school in San Francisco with over 1,500 families vying for 88 openings in kindergarten each year. Clarendon offers a safe and secure environment that actively welcomes every family as important members of the community and partners in their child's education. We emphasize regular email and phone contact with families, and are available to meet with families when requested. Many of the staff members post homework and announcements on a school-run website.

Students who are highly achieving, joyful learners, encounter a strong foundation in the core curriculum, and are engaged in challenging, relevant, integrated, and thematic lessons. Our teachers instruct core curriculum subjects using a variety of inclusive practices to reach all learners, including special education students with mild/moderate to moderate/severe disabilities, English language learners, ethnic minority groups, as well as general education students with a wide span of learning styles and emotional needs. Our inclusive practices target two major areas: a) social skills and social climate, and b) academic skills and the learning environment.

To this end, teachers at Clarendon promote critical thinking and interaction among all classmates. As a Foreign Language Elementary School (FLES), Clarendon offers Japanese and Italian to all students from kindergarten through fifth grades. Japanese language and culture is taught by the classroom teachers with the assistance of two Japanese language and culture consultants and with parent participation. All JBBP teachers are designated as bilingual and deliver the Japanese language instruction to their students, making this program a “Teacher-Led” FLES program. In Second Community, Italian is offered by upper-grade and lower-grade Italian teachers who deliver Italian language and culture instruction twice a week in every classroom. We have strong cultural and financial ties with both the Italian and Japanese consulates, which participate in many joint activities throughout the year. This support is augmented by the financial and in-person contributions of our two parent-teacher organizations, the Second Community Parents Association and the JBBP Parent Advisory Council.

Although each program has separate and unique qualities, as well as being separately listed on the district enrollment application, Clarendon’s historical success is based on a model of joint governance. Each program shares facilities and school resources in an open and transparent fashion, and joins in the other’s language and cultural opportunities. Both programs participate in a Joint Council, a monthly meeting of two parents from each program and the Principal to review and discuss opportunities and challenges facing the school as a whole. The School Site Council (SSC) includes three parents from each program along with six staff members, including the principal. Finally, the principal meets monthly with each parent group organization as well as with the teaching staff at their own program meetings. These venues, in addition to whole-staff and grade level meetings, make for a multitude of exciting teaching and learning experiences with opportunities for leadership development by all stakeholders. Taken together, they have proven to be

critical to the ability of Clarendon Elementary School to nurture and sustain an inclusive community of diverse and joyful learners.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) The performance levels for the standardized assessments administered at Clarendon are among the highest in the state with an overall API score of 956 in the 2012-2013 school year. We have realized high performance levels for the past five years and most recently have recorded results with African American students that match the school performance, essentially closing the achievement gap with this important subgroup of students. We deliver the state adopted core curriculum with the expectation that every student will be proficient or advanced on the summative California Standards Tests (CST). (The State Board of Education (SBE)-approved performance levels for reporting results of the CSTs and the CAPA are designated advanced, proficient, basic, below basic, and far below basic.) By systemically reviewing grade level and school wide data and implementing programs to our target student groups, we continue to perform at a very high rate when compared to the district and the state. Toward this end, we are redesignating 88% of all English language learners by the end of fifth grade and have closed the achievement gap for our African American students, Latino students and students with disabilities. Summary school data is reviewed at the beginning of each year and shared with all of our communities including the School Site Council (SSC), parent groups, Second Community and Japanese Bilingual and Bicultural Programs, through our website <https://caes-sfusd-ca.schoolloop.com/>. This data is at the core of how the school allocates resources and establishes school wide priorities.

b) The performance trends found in our data tables indicate that after five years of steady performance levels, we continue to perform at a very high rate when compared to the district and the state. The CST trend is consistently high or moving up in all content areas of the California Standards Tests with an overall school API of 956 in the 2012-2013 school year.

In English Language Arts (ELA) all students are performing much higher than the district averages with a total student performance of 89.6% at or above proficient. African American students have matched the school performance with 89.5% at or above proficient, Latino students with 74.4% at or above proficient, students with disabilities with 67.9% at or above proficient, socially or economically disadvantaged students with 82.6% at or above proficient, and English learners with 76.7% at or above proficient.

In Math all students are performing much higher than the district averages with a total student performance of 92.3% at or above proficient. African American students with 84.2% at or above proficient, Latino students with 76.9% at or above proficient, students with disabilities with 67.9% at or above proficient, socially or economically disadvantaged students with 84.1% at or above proficient, and English learners with 88.4% at or above proficient.

As a result of this data review we have deployed a Response to Intervention (RTI) reading program to our struggling first grade students with the target of 100% at grade level proficiency by the end of year one. We will be expanding this program next year to second and third grades for those students that did not reach proficiency by the end of first grade.

Common Learning Assessments (CLA) are delivered three times per year in second through fifth grades. CLA in Mathematics and English Language Arts are formative assessments used to assess student performance and inform instruction. We have well established professional learning communities for all grade levels.

The Standards Based Report Cards (SBRC) for grades K – 5 have been revised for the 2013-2014 school year. The SBRC now reflect the Common Core State Standards (CCSS) for ELA with the new English Language Development (ELD) standards. We use this information at parent conferences which helps with our continuous improvement model.

We just administered an Integrated Writing Assessment (IWA) to all 3rd grade students at school. The results from the IWA allows teachers to evaluate where their students are performing within the classroom,

across grade levels and across the district. We had two teachers serving on the district scoring team, scoring all the student essays against a district writing rubric.

We continue to have a well-defined Student Success Team comprising the principal, school counselor, School Success Team (SST) student adviser, and teachers. A schedule of eight to ten SST days are calendared each year to accommodate full day sessions. This SST process is instrumental to the overall success of the school and to our students.

Our students receiving Special Education Services receive an Individualized Education Plan (IEP). Within the plan are specific goals for achievement. CST and CLA data is reviewed along with other assessments specific to their learning goals are reviewed and delivered throughout the year to ensure that each students education goals are being met.

We have Math and English Language Arts Common Core teacher leader teams working with the San Francisco Unified School District (SFUSD) Humanities Department, developing model lessons that are shared with staff, including strategies for all of our target groups, such as English Language Learners, African American, Latino and Socio-Economic Disadvantaged groups of students.

2. Using Assessment Results:

Clarendon uses a variety of assessment data to analyze and improve student and school performance. Assessments start in Kindergarten with Fountas and Pinnell Reading Assessments (F&P) and extend to fifth grades in order to assess academic and performance reading levels for all students. This helps teachers gain access to real time data of student reading levels and guides instruction.

Based on the data generated from the F&P reading assessments, we have implemented a Response to Intervention (RTI) reading intervention program for the three lowest performing 1st grade students in each class. This has given our lowest performing students the opportunity to participate in a pull out reading intervention program. This serves as a remedial program as well as a special education deterrent and has helped 70% of these students get up to grade level.

SFUSD Common Learning Assessments (CLA) are delivered three times per year in second through fifth grades. Common Learning Assessments (CLA) in Mathematics and English Language Arts are formative assessments used to assess student performance and inform instruction. The CLAs serve as a snapshot of student performance, a dipstick measurement of student mastery of standards at that particular time. This enables teachers to gain understanding of which standards have been covered more than others. These assessments are in alignment with Standards Based Report Card cycle (SBRC) and are used for parent conferences.

The Standards Based Report Cards for grades K – 5 have been revised for 2013-2014 school year. The SBRC now reflect the Common Core State Standards (CCSS) for ELA with the new ELD standards. Standards for ELA and ELD are integrated into one report card which has been very helpful for use at parent, teacher conferences. Now we do not have to flip back and forth between documents and transfer results that sometimes are not in alignment with each other. The new ELD standards on the report cards correspond with the CCSS for ELA and are designed to be used in tandem with the CCSS. The CCSS standards included on the report cards align to the SFUSD kindergarten - fifth grade Core Curriculum for ELA.

We administered the SFUSD Integrated Writing Assessment (IWA) to all 3rd grade students at school. The results from the IWA allows teachers to evaluate where their students are performing within the classroom, across grade levels and across the district. We had two teachers serving on the district scoring team, scoring all the student essays against a district writing rubric.

We have set aside ten days for Student Success Teams (SST) for the teacher, parent, counselor and administration team to meet and problem solve with academic and objective data. At the core of these

meetings is the development of an academic or behavior plan to meet the individual needs of the students. The data collected from these meeting contributes to Special Education referrals or general education accommodations to enable students to succeed.

3. Sharing Lessons Learned:

On a global level, Clarendon welcomes over 1,200 visitors each year from within San Francisco, Europe, Asia and around the world. The areas of interest explored by outside organizations include curriculum and instruction, parent engagement strategies and social - emotional student support systems. These site visits include major international corporations, public agencies, schools, educators and individuals wanting to learn more about our program.

Locally, outreach to other schools in the SFUSD and the San Francisco community is conducted through both the academic and cultural components of our program. One such cultural event will be the evening of Thursday May 22, 2014, when Mrs. Tanaka's fourth grade class will be performing a skit about a Japanese civil rights hero Fred Karimitsu. The performance will be followed by our honored guest Karen Korematsu (Fred Karimitsu's daughter) giving her perspective on her father's legacy with a question and answer session. We have invited SFUSD schools and community members to attend the event and expect a full house. (For more information about Fred Karimitsu, please visit <http://korematsumstitute.org>.)

Academically, Clarendon also engages with other schools and districts through its continuous learning practices. With two other SFUSD schools, we share lessons learned through the Bay Area Writers Project (BAWP) at the University of California at Berkeley, a year-long lesson planning workshop to develop response-to-literature writing. Clarendon teachers exchange lessons plans with the other schools, helping each other to develop and refine teaching strategies and materials.

Additionally, our primary grades team up with the University of California, San Francisco, Science and Education Program (SEP) to offer an enriched, hands-on science curriculum to the younger students that link to the SFUSD FOSS curriculum. Our teachers work as mentor teachers during the UCSF summer City Science Institute, teaching other teachers throughout the San Francisco Unified School District content knowledge and classroom management techniques used in inquiry-based science lessons.

We also have two teams of teachers working with Stanford University, the Dana Center of Texas, and the San Francisco Unified School District Curriculum and Instruction Department in Common Core planning and implementation. We are addressing common core implementation for both English Language Arts and Mathematics and have been working in grade levels developing model lessons shared with other teachers across the district. At the SFUSD Common Core ELA conference, Clarendon teachers shared lesson plan snapshots of their action research projects concerning academic conversations, and provided copies of all written materials including sentence frames and graphic organizers.

Teachers in the Japanese Bilingual Bicultural Program have presented at the California Language Teachers Association, sharing our curriculum overview as a FLES (foreign language elementary school) program, and presenting interactive thematic-unit lessons. At these presentations, educators outside our school district receive materials and ideas that can be adapted to their own lessons, as Clarendon teachers demonstrate specific activities from different grade levels and provide resources and materials to other teachers.

Finally, Clarendon teachers share best practices with cohort groups of teachers from other schools as they create portfolios for their National Board for Professional Teaching Standards certification.

At the administrative level, the principal is working with six other elementary school principals in the district. We just hosted a site visit to Clarendon where the visiting team observed classrooms using a new protocol to look at the six shifts in ELA common core. We are using these observations to generate a report that will be shared with the Elementary Team Principals meeting at the end of the year. The principal is actively involved with the Association of California School Administrators, and has held leadership

positions there that include past president and vice president of programs. He is currently serving on the Elementary Education State Council, sharing expertise with 22 other regions throughout the state.

4. Engaging Families and Community:

Clarendon Elementary School was founded on the principle that parent involvement is critical to the overall success of our school. Clarendon embraces the San Francisco Unified School District's commitment to engage all families and to support students in their learning, growth, and development. We believe that families are the first and most influential teachers of their children, and by engaging parents and families, Clarendon can help families develop the skills they need to be powerful advocates for their child's educational success.

During pre-enrollment school tours, we assure prospective families of their value in the Clarendon parent community. Summertime welcome picnics are hosted by parent volunteers, and new families are introduced to the numerous volunteer opportunities. The value of volunteerism is reinforced at Back-to-School Night, creating a base of parent support that is consistent throughout the year. Weekly newsletters encourage and express appreciation for all volunteer activity. As a result, more than 40% of our families feature at least one parent holding a leadership position within school governance, classroom management, and fund-raising and event organization. Nearly 100% of our families demonstrate their commitment to excellence at our school through either financial support or volunteerism during school events, with classroom activities and field trips, school site cleanup, morning drop off, and noon-time yard duty.

Parents work closely with teachers and the principal in matters of school governance. With two separate and distinct programs on one school site (Second Community and the Japanese Bilingual Bicultural Program), this results in twice the number of parent leaders on campus than might otherwise be expected. As many as twenty different elected parents lead their respective programs on issues that include school site and program finances, enrichment classes, program goals, direction, and staff, as well as joint committees on safety and health matters. Each program has its own elected Executive Council; these two groups work collaboratively as the Joint Council with the school principal. In addition, there is a School Site Council (SSC) that includes members of the parent community from each program. The SSC members participate as representatives from their respective programs and report back to their Executive Councils on matters that affect the entire site. Each program holds monthly meetings with additional task-force meetings held on an as-needed basis. Clarendon embraces the old saying, "It takes a village to raise a child."

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Clarendon provides a quality education for every student, with a strong core curriculum augmented by foreign language programs, enrichment programs, and supported by a high level of parent engagement. We use a TRIBES-based social curriculum to teach every student to be a responsible member of the school community. These inclusive agreements are observed in the classrooms, during physical education, and upheld on the yards and at recess. The results of our inclusive practices are not only academic; teaching our inclusion students along with the general student population about social thinking has greatly enhanced the ability of both groups to positively interact with their peers. Speaking, reading, and writing comprise English language ability, and these three strands are woven throughout the school day in every subject. English language arts are taught with an emphasis on reading for comprehension and using writing as a tool of communication. The Clarendon faculty trained for a year with the Bay Area Writing Project (BAWP) of the University of California at Berkeley to develop enhanced response-to-literature writing techniques. Clarendon welcomes the commitment of parent volunteers in providing both extra funding for tutoring services during the school day and the generous donation of parent time in classroom literacy activities. The writing program at Clarendon particularly utilizes the social studies curriculum. In participation with the On My Honor Civics Institute, Clarendon teachers work with the municipal, state, and federal courts located in San Francisco to provide an authentic experience of the importance of structured language used in the judicial system. We believe in preparing students to learn literacy in a global environment, and the teachers encourage the use of creative writing in Japanese and Italian as part of the multicultural enrichment and foreign language instruction offered through the Foreign Language Elementary School (FLES) strand of the literacy curriculum. Clarendon hosts three student performances a year, with songs and skits in English, Japanese, and Italian. As well, we participate in the annual San Francisco Youth Arts Festival, with student work exhibited at the Asian Art Museum. We have a partnership with the Contemporary Jewish Museum in the study of children's author/illustrators, and the students produce books inspired by an author/artist, such as Ezra Jack Keats. We combine science, technology and math in project-based learning, using a wide variety of materials and curriculum. Placing particular emphasis on the application of math to science, students measure the amount of compost collected at lunch from the school cafeteria, and later measure the amount of soil we have created in our compost bins. We use this soil to grow vegetables in our garden and learn healthy eating habits. These integrated learning strands culminate in the Clarendon Community Arts and Science Day (CASD) at the end of the school year. Community Arts and Science Day is a school wide science and art festival that generates opportunities for students to be exposed to art and science curriculum they would not normally receive. This event is sponsored by parents in concert with community based organizations, science and art organizations, parents and friends. <http://www.clarendoncasd.org/>

A highlight of the school year, the Egg Drop, is where volunteers drop eggs, in protected devices designed and engineered by the students, off the roof of the school. Students use the school computer lab to research egg-protection designs, and to submit an online laboratory report. Another student engagement project is Performing Arts Night (PAN). This is an annual community event performed entirely in Japanese <https://www.youtube.com/watch?v=4JruOmr70SQ>. The performance is well attended by many dignitaries from within and outside of the community, the Board of Education, the Japanese consulate, parents and alumni students. Our computer lab instruction is connected to project based learning goals developed by the teacher. We use Google applications to share student and teacher work within the classroom and across the school.

2. Reading/English:

Speaking, listening, reading, and writing comprise English language ability, and these four strands are woven throughout the curriculum. Foundational reading skills in the primary grades include phonics strands, such as the "Letter of the Week" in kindergarten activities, where the sounds and usages of the letter L, for example, are augmented by making lemonade from lemons. First grade teachers identify readers who need extra help, and these students are tutored in that grade-level's Reading Through Intervention (RTI) program. Clarendon welcomes the commitment of parent volunteers in providing both extra funding for tutoring

services and the generous donation of parent time in classroom literacy activities. Second grade classrooms continue this tradition of literacy centers with the able assistance of classmate peer-tutoring. The intermediate grades hone these foundational reading skills to support a cross-curriculum writing program, including science journaling, creative writing, and essay composition, with an emphasis on using writing in social studies. The focus is on projects, which include: field trips and homework projects on the city of San Francisco that result in student publications of "The A to Z of San Francisco" in the third grade, the use of the library and computer lab to produce independent research reports on the use of natural resources in California in the fourth grade, or composing an imitation historical diary from the colonial era of United States history in the fifth grade. The Clarendon faculty trained for a year with the Bay Area Writing Project to develop enhanced literature response writing techniques.

Clarendon participates in the annual Scripps Spelling Bee competition; the cafeteria buzzes at lunch as groups of students drill each other in the spelling, meaning, and origin of words. Clarendon believes in preparing students to learn literacy in a global environment, and the teachers encourage the use of creative writing in Japanese and Italian as part of the multicultural enrichment and foreign language instruction offered through the Foreign Language Elementary School (FLES) strand of the literacy curriculum. The students present numerous multi-lingual productions, including performances of Italian Christmas carols or a classroom presentation of the Dr. Seuss story, "Green Eggs and Ham" translated into Italian as "Prosciutto ed Uova Verdi." Students sing traditional Japanese songs and write Japanese language skits, which they obligingly translate for their appreciative parents. All classes rotate through a library with a well stocked collection and a credentialed librarian who manages library services, coordinates library curriculum with teachers and facilitates read-a-loud activities to all classes.

3. Mathematics:

We have a team of teacher leaders working with Stanford University and the Dana Center of Texas developing a systematic and thematic approach to common core planning, instruction and assessment. The team is unpacking and translating the state standards and new common core standards and helping the staff understand the major shifts. This work is being done in school wide curriculum meetings and in grade levels with model lessons being developed and shared with each other. We are very fortunate that we have very low turnover of faculty. This has allowed us to tap into the many teachers who are experienced in a wide variety of mathematics strategies, teaching techniques, and curriculums. Clarendon teachers have attended the annual Northern California Mathematics Council conference at Asilomar, and have participated as panel members for the state mathematics curriculum adoptions, under the auspices of the Instructional Materials Adoption Panel (IMAP) for the California Department of Education. We use a synthesis of the current SFUSD adoption, Everyday Math, and the prior adoption from Harcourt, as well as Mathland and Marilyn Burns products. An example of this synthetic approach would be a "puddle problem" where lessons ripple in intensity from a simple problem in kindergarten to a complex problem in fifth grade, but the topic of the problem carries forward through the grades. All students participate in a data sample, for example, "What is your favorite animal?" Kindergarten will express this data in a simple bar graph, primary grades will produce more complex graphs on this topic, intermediate grades will study mathematics functions such as average, median and mode values, and how these values change by subcategories such as grade levels. Math talk is a large part of this style of project-based study. Students design techniques for gathering information, and "invent" system checks to review the accuracy of the data. We encourage students to work in groups, and facilitate the division of labor to ensure that all students participate. Students who need extra support in basic skills get help from the teachers, and more importantly, from peer-tutors. Highly achieving students are given extended problems that complement the results of the final project presentation. We find this style of project-based learning, coupled with direct instruction in math skills, encourages students to stretch their imagination in how math can be applied to everyday problems. These strategies will translate well as we move into common core full implementation.

4. Additional Curriculum Area:

Clarendon teachers enjoy the use of a highly functional science resource room. In a converted closet, the room houses the SFUSD-adopted FOSS science curriculum, and additional donated equipment and

materials. The teachers volunteer time to clean the room annually, and the parent groups support the resource room with funds for restocking consumable items. Making the most of a little is a recurring theme for the Clarendon science curriculum, and it dovetails with the school-wide emphasis on the re-use and recycling of resources. For example, the mealworms used in the second grade FOSS kit get passed on as darkling beetles for use in the fourth grade FOSS kit. In addition to the science kits, the primary grades team with the University of California, San Francisco, Science and Education Program (SEP) to offer an enriched, hands-on science curriculum to the younger students that links to the FOSS curriculum. Topics of inquiry range from a study of the types of birds in first grade, including the physics of flight, to experimentation with the habitats of fruit flies in second grade or inquiries into the functions of organs in the human body in preparation for that subject in the intermediate grades. As well, second grade teachers are participants and mentor teachers for the SEP City Science Institute during the summer, mentoring other teachers in the district on effective techniques for teaching inquiry-based science.

Clarendon intermediate grade students participate in science rotations, in which different teachers specialize in a particular lesson sequence, presenting it in rotation to all four classrooms of the grade level. In this way, one teacher becomes an expert, and the students receive superior instruction. Clarendon students utilize a small garden space to grow nutritious vegetables, and kindergarten students learn the magic of lunch scraps composting into soil. The Clarendon science curriculum is celebrated with the annual Community Arts and Science Day in May, a day devoted to many small workshops presented by parents, scientists from the San Francisco and Bay Area community, and culminating in a raucous Clarendon Egg Drop, where parent volunteers drop eggs, in protected devices designed and engineered by the students, off the roof of the school. In accordance with Clarendon's commitment to environmental friendliness coupled with the joy of learning, the egg drop is governed by strict requirements of compostable materials, written lab reports, and guided by observance of the physical laws of gravity.

5. Instructional Methods:

Clarendon teachers have used the TRIBES curriculum to build a learning community for nearly ten years, with a set of communal agreements called Active Listening, Mutual Respect, Appreciations/No Put Downs and Participation/Right To Pass. These agreements are observed in the classrooms, during physical education, and upheld on the recess yards. This spirit of community led Clarendon to introduce a collaborative co-teaching model program between special and general education teachers to improve inclusive practices for students designated with special needs. The teachers and paraprofessionals hold weekly meetings to discuss and plan accommodations and modifications for the upcoming curriculum. These discussions include concerns about all students, and accommodations for any given lesson. For example, if an inclusion student in class requires a graphic organizer to plan the writing lesson, this strategy is introduced to the entire class. Similarly, if an inclusion student needs an editing checklist to revise the work, it is available to all students. Not only does this reduce stigmatization of individual students, but it also introduces a greater variety of strategies to all learners. Lessons are co-taught so that teachers learn from each other, students are exposed to different teaching styles, and the student/teacher ratio is drastically reduced. The results of our inclusive practices are not only academic. Teaching our inclusion students along with the general student population about social thinking has greatly enhanced the ability of both groups to positively interact with their peers. Both general and special education teachers observe students frequently using social thinking skills and language throughout the school day to express their needs and to solve conflicts. Students use readily available visual aids technology like stoplights. A student might state, "I feel like I am in the yellow zone today. I am so frustrated. Can I take a break to calm down?"

When a student gets upset, others learn to give him or her space or even explain that this was "unexpected behavior" and give suggestions on how to act instead. Comments from peers often have a much bigger impact on student's behavior than any suggestions the teacher may give. We have recently been deploying Social Thinking methods of Michelle Garcia Winner, helping students to learn about self-regulation and other social thinking methodologies.

6. Professional Development:

Four teacher leaders make up the English Language Arts Common Core Teacher Leader team. The teachers leaders and the principal meet with the SFUSD Humanities Department to develop model lessons and best practices connected to the common core. These lessons are shared with the staff at monthly meetings and at grade level meetings.

Five teacher leaders make up the Mathematics Common Core Teacher Leader team, working with Stanford University and the Dana Center from Texas to develop model lessons and best practices connected to the common core. These lessons are shared with the staff at monthly meetings and at grade level meetings.

The Principal joined with five other principals to form an English language Arts Common Core Leadership meeting monthly, doing site visits to compare and contrast new practices and developing observation tools for classroom walk through.

We participated with the Bay Area Writers Project (BAWP) of the University of California at Berkeley, in a year-long lesson planning in response-to-literature writing, with 2 other SFUSD schools. Over 100 teachers, learning and writing lessons together, produced a student responsive writing curriculum.

Our partnership continues with the Contemporary Jewish Museum in the study of children's author/illustrators, and the students produce books inspired by an author/artist, such as Ezra Jack Keats. Clarendon families are given free access to the museum and a project room to create additional works of art and observe the students' art projects that have been on display at the museum.

We have a teacher leader working with Stanford University, the school district, and National Board to support teachers with Professional Development activities to help guide them through the National Board Certification process. We have six teachers who are National Board certified and four teachers in process who have all benefited from the lessons learned on site.

In tight budget times we realize that our best resource is our own teachers. We developed a staff led mini professional development conference for a half day at the beginning of each year and have profited greatly from our own best practices being shared from within our own ranks.

The principal is actively involved with the Association of California School Administrators holding leadership positions that include past president, vice president of Programs and currently serving on the Elementary Education State Council. <http://regions.acsa.org/5/about/officers/> These experiences are shared with the staff and the information gained is used in the development of programs at the school.

7. School Leadership

Clarendon was created in collaboration with parents who wanted to extend the cooperative nursery school model to a public elementary school. Parents are key resources on both the classroom and administrative levels, and the school has developed a tradition of collaborative learning built on strong relationships among students, teachers, families and the administration.

Parents, teachers and staff participate in an expanded twelve member school site council (SSC). The expanded SSC meets each month and plays a critical role helping navigate a community where two separate and distinct programs share all of the resources. Parents volunteer help run weekly academic learning centers in the lower grade classrooms and assist with cultural events throughout the year at every grade level.

The principal meets monthly with each parent group organization as well as with the teaching staff at their own program meetings; these, monthly whole-staff and grade level meetings are critical to the governance of Clarendon.

With two separate and distinct programs on one school site (Second Community and the Japanese Bilingual Bicultural Program), twice the number of parent leaders on campus than might otherwise be expected. As many as twenty different elected parents lead their respective programs on issues that include school site and

program finances, enrichment classes, program goals, direction, and staff, as well as joint committees on safety and health matters. Both programs participate in a Joint Council, a monthly meeting of two parents from each program and the principal to review and discuss opportunities and challenges facing the school. Each program has its own elected Executive Council; these two groups work collaboratively as the Joint Council with the school principal.

The School Site Council (SSC) includes three parents from each program along with six staff members. The SSC members participate as representatives from their respective programs and report back to their Executive Councils on matters that affect the entire site. Each program holds monthly meetings with additional task-force meetings.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 3

Publisher: ETS

Test: California Standards Test (CST)

Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	92	89	89	94	86
% Advanced	69	57	58	74	66
Number of students tested	110	106	79	98	80
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	1	0	0
% of students tested with alternative assessment	0	0	1	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	89	65	75	100	70
% Advanced	64	35	42	50	50
Number of students tested	28	17	12	8	10
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced	87	88	88	92	78
% Advanced	74	52	59	85	50
Number of students tested	23	25	17	12	18
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	100	95	88	100	89
% Advanced	79	73	72	97	65
Number of students tested	24	42	25	35	26
7. American Indian or					

Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	91	90	98	88
% Advanced	79	50	58	67	72
Number of students tested	24	32	40	45	32
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Significant gains are being made with our Special Education, African Americans and Hispanic students.

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 4

Publisher: ETS

Test: California Standards Test (CST)

Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	89	91	90	86	88
% Advanced	67	81	65	67	65
Number of students tested	123	86	100	87	94
Percent of total students tested	100	100	98	100	100
Number of students tested with alternative assessment	0	1	0	0	0
% of students tested with alternative assessment	0	1	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	68	83	93	73	71
% Advanced	32	66	50	33	53
Number of students tested	22	12	14	15	17
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced	96	100	92	77	100
% Advanced	71	94	69	71	72
Number of students tested	28	17	13	17	18
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	98	100	97	93	97
% Advanced	81	100	79	89	70
Number of students tested	47	24	33	28	30
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	89	79	90	93	91
% Advanced	62	73	63	64	81
Number of students tested	37	33	49	42	32
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Significant gains are being made with our Special Education, African Americans and Hispanic students.

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 5

Publisher: ETS

Test: California Standards Test (CST)

Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	93	85	74	84	88
% Advanced	62	50	54	56	63
Number of students tested	85	98	82	88	92
Percent of total students tested	100	100	100	100	99
Number of students tested with alternative assessment	1	0	0	0	0
% of students tested with alternative assessment	1	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	71	71	57	72	71
% Advanced	47	29	36	16	29
Number of students tested	17	17	14	18	7
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced	94	81	81	100	80
% Advanced	59	56	56	73	60
Number of students tested	17	16	16	15	20
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	100	97	89	93	90
% Advanced	74	72	78	71	77
Number of students tested	23	32	27	28	30
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	93	81	74	90	90
% Advanced	60	53	47	63	67
Number of students tested	30	32	38	40	30
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Significant gains are being made with our Special Education, African Americans and Hispanic students.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 3
Publisher: ETS

Test: California Standards Test (CST)
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	83	78	79	81	80
% Advanced	56	35	39	44	44
Number of students tested	110	106	79	98	80
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	1	0	0
% of students tested with alternative assessment	0	0	1	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	75	59	58	75	40
% Advanced	57	12	17	50	10
Number of students tested	28	17	12	8	10
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced	65	64	65	83	67
% Advanced	39	12	35	17	28
Number of students tested	23	25	17	12	18
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	80	81	76	91	81
% Advanced	58	33	40	57	39
Number of students tested	45	42	25	35	26
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	88	81	83	84	88
% Advanced	63	41	48	44	53
Number of students tested	24	32	40	45	32
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Significant gains are being made with our Special Education, African Americans and Hispanic students.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 4
Publisher: ETS

Test: California Standards Test (CST)
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	94	95	94	84	86
% Advanced	72	71	80	63	68
Number of students tested	123	86	100	87	94
Percent of total students tested	100	100	98	100	100
Number of students tested with alternative assessment	0	1	0	0	0
% of students tested with alternative assessment	0	1	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	91	92	79	60	71
% Advanced	64	42	57	40	47
Number of students tested	22	12	14	15	17
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced	96	94	100	71	100
% Advanced	57	41	85	47	72
Number of students tested	28	17	13	17	18
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	98	96	97	86	90
% Advanced	72	67	94	75	67
Number of students tested	47	24	33	28	30
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	92	94	94	93	94
% Advanced	70	73	82	71	81
Number of students tested	37	33	49	42	32
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Significant gains are also being made with our Special Education, African Americans and Hispanic students.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

All Students Tested/Grade: 5

Publisher: ETS

Test: California Standards Test (CST)

Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	94	90	84	86	91
% Advanced	66	70	56	54	63
Number of students tested	85	98	82	88	92
Percent of total students tested	100	100	100	100	99
Number of students tested with alternative assessment	1	0	0	0	0
% of students tested with alternative assessment	1	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	94	77	71	72	71
% Advanced	53	53	43	33	14
Number of students tested	17	17	14	18	7
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced	94	88	88	93	70
% Advanced	47	63	56	60	50
Number of students tested	17	16	16	15	20
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	96	97	89	89	90
% Advanced	70	88	63	68	70
Number of students tested	23	32	27	28	30
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	93	97	87	90	97
% Advanced	67	72	61	57	67
Number of students tested	30	32	38	40	30
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Significant gains are being made with our Special Education, African Americans and Hispanic students.